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ABSTRACT

This report focuses on the history and development of community college functions. The continuing education, community service, and adult education functions have shown significant progress over the past 40 years. (CA)

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THE EMERGENCE OF CONTINUING EDUCATION/COMMUNITY SERVICE/ADULT EDUCATION AS A COMMUNITY COLLEGE FUNCTION

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CLEARINGHOUSE FOR
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INFORMATION

THE EMERGENCE OF
CONTINUING EDUCATION/COMMUNITY SERVICE/ADULT EDUCATION
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The term "Community College" in this country means different things to different people. To some, the term is a new name for the Junior College, with its emphasis on making transfer programs available locally. To others, it may mean a college with technical and semi-professional programs. For still others, it means a college for adults. The remarkable thing is that to some extent, each of the above concepts is true. One can find local institutions called community colleges which offer only academic programs which parallel the freshman and sophomore years at a four-year institution. One can find institutions called community colleges with emphasis primarily on occupational programs. There are a few institutions which attract largely an adult student population. But the interpretation of the term "community college" which is coming to have the most common meaning is the one that encompasses all the aforementioned concepts as its function and is basically directed to the people of its community - the Comprehensive Community College.

The two-year, public-supported community college is a twentieth century phenomenon. It is clearly an extension of the American belief that education is beneficial to as many as are able to take advantage of it. The community college as we know it today is a direct descendant of the two-year college program which began over 100 years ago.

The seeds of the junior college movement can be traced to 1852, when Henry Tappan, then president of the University of Michigan, proposed that the part of college work which was secondary in character be transferred to the high school.[1] It was not until the turn of the century,

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[1] Knowles, Malcolm S., The Adult Education Movement in the United States (New York: Holt, Rinehart and Winston, Inc., 1962) p. 60.

however, that William Rainey Harper implemented this idea by establishing, at the University of Chicago, a two-year "branch" center.[2] Like Tappan, he was influenced by the structure of the European universities, believing that the university should emphasize the upper division programs,[3] and that an institution should be developed to separate freshmen and sophomores from the others in the upper division of the university family. Harper at first called the institution the "Academic College" but later changed to the more contemporary term "Junior College."

Several privately owned junior colleges were established before 1900, but the first public junior college that is still in existence was organized in Joliet, Illinois, in 1902.[4]

It is important to note that the junior colleges which developed during the early part of the twentieth century were primarily "feeders" to a parent institution, and not colleges to educate the masses. Between 1907 and 1945, the two-year institutions gradually developed the pattern that is now identified as the comprehensive community college. The period from 1920 to 1945 is noted by Thornton as the period of rapid expansion of occupational programs in the community college. Thornton also chronicles the development of terminal courses in the community college, reporting an increase in the number of such courses from only 100 in 1929 to nearly 4,000 by 1941.[5]

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[2] Brick, Michael, Rorum and Focus for the Junior College Movement (New York: Bureau of Publications, Teachers College, Columbia University, 1964) pp. 19-23.

[3] Blocker, Clyde E., Robert H. Plummer, and Richard C. Richardson, The Two-Year College: A Social Synthesis (Englewood Cliffs, N.J., Prentice-Hall, Inc., 1965) p. 24.

[4] Knowles, op. cit., p. 60.

[5] Thornton, James W. Jr., The Community Junior College (New York: John Wiley & Sons, Inc., 1960) p. 177.

Adult education was also experiencing a concurrent but independent development as the community college developed. As early as 1728, Benjamin Franklin organized, in Philadelphia, a "club" of mutual improvement.[6] To be a member, one had to profess his respect for the rest of the group, his love of mankind, his respect for freedom of opinion, his love of truth, and a desire to pursue and communicate truth. Furthermore, we can credit Franklin with founding another agency of adult education, the American Philosophical Society,[7] whose original goals were "to cultivate the finer arts and improve the common stock of knowledge."

The period of 1805-1807 saw the development of another effort to provide for a better educated citizenry and to bring about opportunities for adult learning. This movement was known as the "Lyceum."[8] "The American Lyceum" proposed to be a voluntary association of individuals committed to more general education, to improve each other in useful knowledge, and to advance interest in our schools.

In 1874 an institution even more unique than the Lyceum, the Chautauqua, was established, initially to train Sunday-school teachers for the Methodist Church.[9] The first Chautauqua session was held on the shores of Chautauqua Lake, New York, in 1874, with between five and six hundred adult students attending the first two-week program. After several years of operation, the Chautauqua no longer limited participation to Methodists, but invited all faiths to take part in the short courses held each summer season. When describing the Chautauqua, one of the founders, the Rev. John Heyl Vincent wrote:

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[6]Ulich, Mary Ewen, Patterns of Adult Education (New York: Pageant Press, Inc., 1965) p. 131.

[7]Ibid., p. 134.

[8]Ibid., pp. 135-138.

[9]Knowles, op. cit., pp. 36-38.

> "Why shall we not capture the citadel itself and establish a region of religion, and culture, and love, and common sense, in the homes of the land?"[10]

The broadening program at the Chautauqua Institution brought a new approach to adult education. Study clubs, a Chautauqua reading club, popular science, travel, and fiction classes for adults were organized. Shortly thereafter, almost every human concern and interest was taken care of in the form of adult classes or discussion programs.

The development of university extension, around 1900, brought about a new phase in adult education programs. This followed the organization of the American Society for the Extension of University Teaching, which was founded in 1890, and headquartered in Philadelphia.[11] Although supposedly a national organizaiton, the society activities were confined to Philadelphia and the surrounding area. There was, however, wide participation by many adults in the lecture courses provided by professors from Bryn Mawr, University of Pennsylvania, Central High School, and Haverford. In the 1891 secretary's report, the society listed an average attendance of 9,160 adults taking part in these programs.[12] It is interesting to note that Professor R. E. Thompson, a member of the American Society for the Extension of University Teaching, recognizing that adult education is a natural palliative to the evil effects of unskilled work, wrote:

> "The working man must use his leisure to better purpose, if he is to hold the place his class used to hold. The near future may see a great increase in that leisure by the enactment of an eight-hour law. University Extension is none too soon to reach and use this leisure."[13]

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[10] Ulich, op. cit., p. 148.

[11] Ibid., p. 173.

[12] Ibid., p. 174.

[13] Ibid., p. 177.

During this same period, the University of Wisconsin was developing popular, non-technical lectures in all sections of the state.[14] This development took the name of "General Extension" and in a short time added technical courses and considerably expanded the offerings to meet the vocational needs of adults located some distance from the university.

In 1893, the School of Mines at Pennsylvania State University began issuing extension bulletins.[15] This led, in 1910, to the first class in engineering topics for adults, held in Williamsport, Pennsylvania. In 1911, the School of Education at Penn State began to offer correspondence courses for professionals in the field. In 1915, the School of Engineering formally organized engineering extension, and appointed the first director of General Extension. Similar activity can be traced to Michigan State University, Columbia, Brown, Indiana, and Illinois. This movement was an effort to influence the population beyond the immediate vicinity of the institution.

Rudolph reports that by the second decade of the twentieth century the extnesion adult education movement was recognized as the impetus to the passage of the Smith-Lever Act, in 1914, which placed the federal government on a permanent sustaining relationship to the adult education extension services of the land-grant colleges.[16]

Adult education, at this period, consisted largely of programs offered through extension divisions of state colleges and universities. Other

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[14]Peers, Robert, Adult Education (London: Routledge & Kegan Paul Ltd., 1958) p. 269.

[15]Dunaway, Weyland, History of Pennsylvania (Pennsylvania State University Press, 1955) pp. 13-18.

[16]Rudolph, Frederick, The American College and University (New York: Alfred A. Knopf, 1965) p. 364.

institutions such as church groups, Y.M.C.A., and Y.W.C.A. conducted programs, but on the whole the majority of the work was sponsored by the large state colleges and universities.

At approximately mid-point in the period of development of terminal occupational programs at the community colleges (circa 1930), there began, on the part of many of those associated with the community college activity, an awareness of the need for special adult education programs. The scope of these programs would be for neither transfer to a four-year college nor direct occupational or vocational needs. The community college had by now identified itself as a community-oriented institution, but had not fully addressed itself to the problem of servicing the adult population. Bogue reports that in The Junior College Movement by Koos, published in 1925, there was no mention, either in the Table of Contents or in the Index of Continuing Education/Community Service, or of Adult Education.[17] It was not until 1925, according to Bogue, that junior colleges developed a sense of community responsibility. An indication of this growing attitude of community responsibility occurred in California in 1932. In that year a special committee appointed by the governor of California, operating under the Carnegie Foundation for the Advancement of Teaching, included in its report a definitive statement identifying adult education as one of the functions of the California Junior College System.[18] The statement read as follows:

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[17]Bogue, Jesse Parker, The Community College (New York: McGraw-Hill Book Company, Inc., 1950) p. 207.

[18]Mann, George C. and J. Wilson Getsinger, "Development of Adult Education in California," Bulletin of the California State Department of Education, Vol. xxvi, p. 21, December 1957.

> "The function of adult education may be associated with the junior college as a supplementary service. It concerns not the regular full-time student body but the citizens of the community, both men and women, who have terminated their formal schooling and wish to advance their self-education with the stimulus, direction, and aid which the present-day organization of adult or extension education provides. Junior colleges are local community institutions and may well be cultural community centers."[19]

This growing sense of community responsibility can be further supported by the study by Martorana, made in 1947, for the American Association of Junior Colleges.[20] (See Table I, p. 10) Of one hundred junior colleges reporting in this survey, only three percent of those with adult education programs had initiated them before 1925. Martorana points out that based on the replies to his questionnaire, almost four-fifths of the adult education programs being offered in 1947 were inaugurated after 1934. However, not all junior colleges, by any means, were offering adult education in 1947. Only 43 percent of the existing junior colleges listed adult education courses, with a higher percentage for the public junior colleges (59%) than for the private ones (26%).[21]

The increasing involvement of the community college in adult education can be seen by the statistics for the state of California for the period from 1931-1942.[22] In 1931, total enrollment in classes for adults in California junior colleges was 9,895. After a temporary set-back due to the depression, enrollment increased to 40,518 by 1940, and by 1942 had more than doubled to 98,701. Obviously, the war-time requirement for special training was partly responsible for this dramatic jump, but

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[19] Bogue, op. cit., pp. 208-209.

[20] Martorana, S. V. "Status of Adult Education in Junior Colleges," Junior College Journal pp. 322-331, February, 1948.

[21] Ibid., p. 323.

[22] Mann and Gotsinger, op. cit., p. 26.

the percentage figures show an even more significant trend. Based on the total numbers of adults attending all California public schools (elementary, high school, junior college), the junior colleges were serving only 3 percent of the total in 1931. In spite of the decline in enrollments in all phases of adult education due to the depression, the junior colleges maintained this figure of 3 percent until 1936, when it increased to 4 percent, and continued to increase steadily - to 5 percent in 1938, 6 percent in 1939, 8 percent in 1940, 10 percent in 1942.[23] Clearly, junior colleges were playing an increasingly important part in adult education.

Current data available from the American Association of Junior Colleges indicates that the public junior colleges in the United States had an enrollment of 763,751 part-time students in 1967, approximately 50 percent of the total public junior college enrollment. California still maintains its position of leadership, with a total enrollment of 540,920, listing approximately 60 percent as part-time students.[24]

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[23] Ibid., p. 26.

[24] Harper, William A., editor, 1969 Junior College Directory, (Washington, D. C. : American Assocation of Junior Colleges, 1969) p. 75.

SUMMARY

While it is impossible to identify an exact date, place, and time when the junior colleges adopted adult education as one of their functions, the available data points to the early 1930's. This is supported by the California statistical information as well as by the Martorana study.

Continuing Education/Community Service/Adult Education at the community college level has shown significant progress over the past forty (40) years. The adult student has demonstrated, by his increased interest in continuing his education, that there exists a need for constant updating of professional and technical knowledge. The increasing complexity of modern civilization places on every citizen the obligation to keep abreast of the social, economic, and cultural forces at work in a dynamic society. The public community college has the responsibility to aid these students in meeting these needs. Possibly those responsible for this function at the community colleges should pattern their activities within the framework of the words of Thomas Carlyle, "Let each become all that he was created capable of becoming."

TABLE I

DISTRIBUTION OF 100 JUNIOR COLLEGES ACCORDING TO DATE OF INAUGURATION OF ADULT EDUCATION PROGRAMS[25]

Date	Public Junior Colleges			Private Junior Colleges	Total
	Small	Large	Total		
1920-24:					
Number	-----	-----	-----	3	3
Percent	-----	-----	-----	12.0	3.0
1925-29:					
Number	1	5	6	1	7
Percent	3.3	11.1	8.0	4.0	7.0
1930-34:					
Number	1	4	5	7	12
Percent	3.3	8.9	6.6	28.0	12.0
1935-39:					
Number	7	16	23	4	27
Percent	23.3	35.6	30.7	16.0	27.0
1940-44:					
Number	9	14	23	4	27
Percent	30.0	31.1	30.7	16.0	27.0
1945-47:					
Number	12	6	18	6	24
Percent	40.0	13.3	24.0	24.0	24.0
Total:					
Number	30	45	75	25	100
Percent	99.9	100.0	100.0	100.0	100.0

[25]Martorana, op. cit., p. 327.

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